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ABSTRACT

Developed to supplement the child-care worker modules published in 1977, this handbook contains ten additional individualized student modules. The topics included are as follow: (1) finding a job; (2) keeping a job; (3) physical development from birth to year one; (4) physical and motor development; (5) social development; (6) intellectual development; (7) emotional development; (8) discipline; (9) exceptional children; and (10) activities for exceptional children. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to role play, see filmstrips, engage in discussions with peers, read outside references, and observe young children. (EL G)

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CHILD-CARE WORKER

Supplemental Individualized Student Modules

State Department of Education
Office of Vocational Education
Home Economics Education
Columbia, South Carolina 29201

In Cooperation With

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Clemson, South Carolina 29631

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SUGGESTED USE OF CHILD-CARE WORKER INDIVIDUALIZED STUDENT MODULES

This series of child-care worker modules was developed to supplement the child-care worker modules published in 1977.

Each module consists of the following elements:

Introduction
Directions
Objective(s)
Learning Activities
Instruction Sheet(s)
Self-Check(s)
Check-Out Activities

So that each of the modules may be used by a number of students, the instructor will need to duplicate student self-checks and instructor's final checklist for every student in the class. In some cases, instruction sheets will require duplication. Careful study of each module will enable the instructor to determine which sheets should be reproduced as well as what equipment, materials and supplies are required for the learning activities. If duplication of this material is not feasible, the instructor will need to direct the students to use their own paper to record responses. Remind students to avoid writing on the modules.

Module Number	Title
35	Finding a Job
36	Keeping a Job
37	Physical Development from Birth to One Year
38	Physical and Motor Development
39	Social Development
40	Intellectual Development
41	Emotional Development
42	Discipline
43	Exceptional Children
44	Activities for Exceptional Children

CHILD-CARE WORKER

FINDING A JOB

INTRODUCTION

Many persons preparing for child care occupations are entering employment for the first time. Therefore, they need knowledge of sources of information on job openings and the procedures in applying for a job. They need assistance in preparing personal data material and writing letters of application. Learning to use acceptable procedures when applying for a job will increase chances of success. Students must develop the ability to complete job application forms and conduct themselves appropriately in a personal interview situation. This module will help you develop skills and abilities in finding a job.

DIRECTIONS

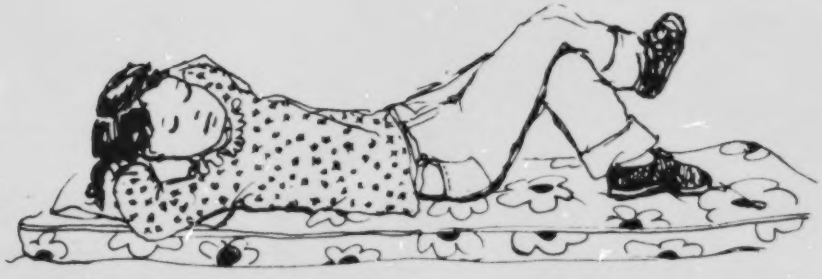
Read the objective. If you think that you are already able to perform this task, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVES

Given two case situations and access to references used in this module, make written or oral plans for completing a job application and an interview for each case situation. Role play the interviews. These activities must be done according to the instructor's checklist with applicable items fully accomplished.



LEARNING ACTIVITIES

1. VIEW Eyegate filmstrips "ABC's of Getting and Keeping a Job."

2. READ Instruction Sheet I, STEPS IN CHOOSING A CAREER and Instruction Sheet II, SOURCES OF INFORMATION FOR PART TIME JOBS.

3. COMPLETE Student Self-Check I, PART TIME JOBS.

4. READ Instruction Sheet III, POSSIBLE BENEFITS OF A PART TIME JOB FOR HIGH SCHOOL STUDENTS. After reading this sheet, state two reasons why a job of this type would interest you and discuss your reasons with your instructor or another student.

5. READ Draper and Draper, *Caring for Children*, Chapter 19. List the types of child care centers found in your area and explain what each type of center provides. Discuss your report with the instructor.

6. READ Draper and Draper, *Caring for Children*, Chapter 18. List the duties of a child care worker identified in your reading.

7. READ Instruction Sheet IV, SUGGESTIONS FOR GETTING AND HOLDING A JOB.

8. READ Draper and Draper, *Caring for Children*, pp. 305-337. Make a list of information which should be included in a folder before applying for a job.

9. COMPLETE a personal resume using the sample resume on page 307, Draper and Draper, *Caring for Children*.

10. READ Instruction Sheet V, SOCIAL SECURITY. Explain to your partner or the instructor why you need a social security card.

11. COMPLETE Student Self-Check II, SAMPLE SOCIAL SECURITY APPLICATION.

12. READ Instruction Sheet VI, PHYSICAL CHARACTERISTICS AFFECTING JOB CHOICES, and Instruction Sheet VII, PERSONAL LIKES AND DISLIKES AFFECTING JOB CHOICE.

13. READ Instruction Sheet VIII, WHEN TELEPHONING TO ARRANGE FOR AN INTERVIEW.

14. ROLE PLAY with your partner: telephoning to get permission to use a person's name as a reference for a job, and telephoning for an interview.

15. READ Instruction Sheet IX, WRITE A LETTER OF APPLICATION. List three reasons why you should write a letter of application.

16. READ Instruction Sheet X, TIPS ON WRITING A LETTER OF APPLICATION.

17. WRITE a letter of application for a job using the enclosed form "Wee Care Nursery" as a guide.

18. COMPLETE Student Self-Check III, APPLICATION FOR EMPLOYMENT.

19. READ Instruction Sheet XI, DRESSING TIPS FOR GOING TO AN INTERVIEW. List six rules you would follow in dressing for an interview.

20. READ Instruction Sheet XII, MAKE GOOD AT THE INTERVIEW.

21. ROLE PLAY an interview for a job given the information by your instructor.

22. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

INSTRUCTION SHEET I

STEPS IN CHOOSING A CAREER

1. CONSIDER YOUR INTEREST, ABILITIES, THE POTENTIAL TRAINING IN YOUR AREA.
2. CONSIDER JOB REQUIREMENTS AS RELATED TO PERSONAL CHARACTERISTICS.
3. MAKE A TENTATIVE CHOICE MATCHING YOUR PERSONAL CHARACTERISTICS WITH THE SELECTED JOB.
4. STUDY JOB AND ADVANCEMENT POSSIBILITIES.
5. WRITE A PLAN TO PREPARE FOR THE JOB.
   - A. SKILLS NEEDED TO ENTER
   - B. CHARACTERISTICS NEEDED FOR SUCCESS

INSTRUCTION SHEET II

SOURCES OF INFORMATION FOR PART-TIME JOBS

*WANT ADS IN NEWSPAPERS

*LOCAL STATE EMPLOYMENT SERVICE OFFICE

*RADIO AND TELEVISION ANNOUNCEMENTS

*SIGNS POSTED IN PLACES OF BUSINESSES

*FRIENDS AND FAMILY

*GUIDANCE COUNSELORS AND TEACHERS

*EMPLOYMENT AGENCIES

STUDENT SELF-CHECK I

PART-TIME JOBS

From reading local newspaper advertisements, from talking with your family and friends, or from any other source, determine what types of part-time jobs are open in your community and surrounding cities. Complete the following questions on two available jobs.

1. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   d. What are the hours the job requires? _____

   e. What salary do you think the job would pay? _____ per hour.

   f. List two or more ways you feel this particular job could benefit you.

   _____

   _____

2. a. Company or organization _____

   b. Title of job _____

   c. What kinds of work would be involved? _____

   d. What are the hours the job requires? _____

   e. What salary do you think the job would pay? _____ per hour.

   f. List two or more ways you feel this particular job could benefit you.

   _____

   _____

INSTRUCTION SHEET III

POSSIBLE BENEFITS OF A PART-TIME JOB FOR HIGH SCHOOL STUDENTS

1. INCOME FOR SPENDING OR SAVING FOR FUTURE.

2. KNOWLEDGE OF JOB OPPORTUNITIES AVAILABLE IN BUSINESS AND INDUSTRY.

3. EXPERIENCE IN WORKING WITH OTHER PEOPLE.

4. DEVELOP ATTITUDES DESIRED OF EMPLOYEES BY EMPLOYERS.

5. EXPLORE DIFFERENT TYPES OF WORK TO SEE WHAT KINDS OF WORK YOU WOULD AND WOULD NOT LIKE TO DO.

6. WORK EXPERIENCE – A GOOD REFERENCE FOR FUTURE EMPLOYMENT.

7. MAKE GOOD USE OF SPARE TIME.

8. LEARN TO ACCEPT ADULT RESPONSIBILITIES.

9. GIVE AN OPPORTUNITY TO MAKE NEW FRIENDS.

Instruction Sheet IV

SUGGESTIONS FOR GETTING AND HOLDING A JOB

1. Select a job that will be interesting to you.
2. Consider your abilities and aptitudes for the job.
3. Prepare a personal data sheet listing your educational training, health, and past work experience training.
4. If you do not have a social security card, obtain one.
5. Get permission from persons whom you plan to use as references on your application form.
6. Find out about the possibilities for advancement in the job.
7. Consider working conditions and surroundings in the job you have selected.

Instruction Sheet V

SOCIAL SECURITY

This worksheet is intended to be used by students who have not obtained a social security card.

You need a social security number if your work is covered by the social security law. It is important to show your card to your employer when you start to work or when you change jobs so that your wages will be properly credited to your social security earnings record at the headquarters of the Social Security Administration in Baltimore, Maryland.

The social security number is also used for income tax purposes. You may be asked to give your social security number to anyone who pays you dividends, interest, or other income that must be reported to the Internal Revenue Service.

You need only one number during your lifetime. If you change your name or if you lose your card, any social security representative will help you get a card showing your new name or a duplicate of the card you lost.

Social security provides insurance protection to replace part of the earnings a family has lost due to retirement, disability, or death. It helps pay the cost of hospital and medical care for people 65 and over. Each type of protection is valuable over a person's lifetime; but the disability and survivors insurance protection that the program provides has the most immediate signficance for young people.

Part of the above reprinted courtesy of Vocational-Technical Education Program Services, Nashville, Tennessee 32919.

Student Self-Check II

SAMPLE SOCIAL SECURITY APPLICATION

A sample application form is shown below. Fill in all the spaces. Be sure to print clearly.

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1. Print FULL NAME YOU WILL USE IN WORK OR BUSINESS — (First Name) (Middle Name or Initial — If none, draw line —) (Last Name)
2. Print FULL NAME GIVEN YOU AT BIRTH
3. PLACE OF BIRTH — (City) (County if known) (State)
4. MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
5. FATHER'S FULL NAME (Regardless of whether living or dead)
6. YOUR DATE OF BIRTH — (Month) (Day) (Year)
7. YOUR PRESENT AGE (Age on last birthday)
8. YOUR SEX — MALE ☐ FEMALE ☐
9. YOUR COLOR OR RACE — WHITE ☐ NEGRO ☐ OTHER ☐
10. HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? — NO ☐ DON'T KNOW ☐ YES ☑ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)
11. YOUR MAILING ADDRESS — (Number and street) (City) (State) (ZIP Code)
12. TODAY'S DATE
13. Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

INSTRUCTIONS

One Account Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1. Your account number card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.
3. If not born in the USA, enter the name of the country in which you were born.
5. If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example: "John H. Jones, stepfather."
10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.
11. If you get your mail in the country, without a street address, show your R.F.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.
13. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application.) A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example: "John Smith, father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS

If you do not have a social security card, secure an application form from your teacher, fill it in and mail it to the nearest social security office.

Instruction Sheet VI

PHYSICAL CHARACTERISTICS AFFECTING JOB CHOICES

STRENGTH

PHYSICAL STAMINA

VISION

HEARING

HEIGHT AND WEIGHT

PHYSICAL HANDICAPS

Instruction Sheet VII

PERSONAL LIKES AND DISLIKES AFFECTING JOB CHOICE

DO YOU LIKE WORKING WITH PEOPLE?

DO YOU LIKE WORKING WITH OBJECTS?

DO YOU LIKE WORKING INDOORS OR OUTDOORS?

DO YOU LIKE TO WORK ALONE?

DO YOU LIKE WORKING UNDER CLOSE SUPERVISION?

DO YOU LIKE WORK WHICH CAUSES YOU TO GET DIRTY?

DO YOU LIKE WORK WHICH ALLOWS YOU TO STAY CLEAN?

CAN YOU WORK UNDER PRESSURE?

DO YOU LIKE WORKING WITH YOUR HANDS?

Instruction Sheet VIII

WHEN TELEPHONING TO ARRANGE FOR AN INTERVIEW

*SPEAK PLAINLY AND DISTINCTLY.

*STATE YOUR NAME CLEARLY.

*EXPLAIN THAT YOU ARE INTERESTED IN APPLYING FOR A JOB AND WOULD LIKE TO MAKE AN APPOINTMENT TO TALK WITH THE PERSON IN CHARGE OF HIRING.

*WRITE DOWN THE NAME OF THE PERSON TO INTERVIEW YOU AND THE TIME AND PLACE FOR THE INTERVIEW.

*AS SOON AS THE APPOINTMENT IS SCHEDULED, THANK THE PERSON MAKING THE APPOINTMENT.

Instruction Sheet IX

WRITE A LETTER OF APPLICATION

1. IF THE EMPLOYER'S ADVERTISEMENTS CALL FOR IT.
2. IF THE EMPLOYER IS IN A DISTANT CITY.
3. IF YOU DESIRE TO BE INTERVIEWED BY BUSINESS FRIENDS OF YOUR FAMILY

Instruction Sheet X

TIPS ON WRITING A LETTER OF APPLICATION

1. WRITE CLEAR SHORT SENTENCES.
2. KEEP THE LETTER SHORT, NOT LONGER THAN ONE PAGE.
3. TYPE THE LETTER OR WRITE WITH INK.
4. SPELL CORRECTLY.
5. HAVE SOMEONE YOU TRUST CHECK THE LETTER FOR ERRORS BEFORE MAILING.

315 Carolina Avenue
Littleton, South Carolina 29972
June 10, 1973

Mrs. Ann Jones, Director
Wee Care Nursery
415 Lucia Lane
Littleton, South Carolina 29972

Dear Mrs. Jones:

I would like to apply for the job of Child Care Aide which was advertised in yesterday's edition of the Littleton Journal.

I am a graduate of the Littleton High School and studied Child Care for two years at the Vocational High School. I have studied theory and have had laboratory experience in child development.

May I come by for an interview at your convenience? You may call me at 889-2009.

I look forward to hearing from you.

Sincerely,

(Miss) Barbara Smith

13

Student Self-Check III

APPLICATION FOR EMPLOYMENT

Position applied for _____ Date _____

Name _____

Address _____
(Street or RFD) (City) (State)

Previous Address _____ Telephone No. _____

_____ Social Sec. No. _____

Birth Date _____ Birthplace _____
(Month) (Day) (Year) (City) (State)

CHECK ALL THAT APPLY:

_____ Female	_____ Own Home	Number & age of dependents	_____
_____ Male	_____ Rent		_____
_____ Single	_____ Board	Relationship of dependents	_____
_____ Married	_____ Live with parents		_____
_____ Widowed	_____ or with relatives		
	_____ Purchasing home		

Interested in: Temporary work ___ Full-time ___ Part-time ___
Saturday only _____ Salary expected _____

Height _____ Weight _____ Age _____

Nature of any physical defects _____
Recent illnesses _____
Date of last physical examination _____

Education	Circle grade completed	Name of School	Location	Major Subj.	Year Graduated
Elementary	1 2 3 4 5 6 7 8				
High School	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4				
Night School or Correspondence	1 2 3 4				

Student Self-Check III

Give details of any other educational training you have had. _____

_____

What are your hobbies? _____

In case of illness or emergency, notify: Name _____

Address _____

Relationship _____ Telephone _____

Why do you feel qualified for the position for which you are applying?

_____

_____

_____

PREVIOUS EMPLOYMENT
(latest employment first)

From Month / Year	To Month / Year	Name and address of employer	Department–position duties–salary	Reason for Leaving

PERSONAL REFERENCES
(Do not give names of relatives)

	Name	Address	Occupation
1.			
2.			
3.			

Interviewed by: _____

Do not write in space below:

Calmness _____
Physical Qualities _____
Intelligence _____
Leadership _____

Personality _____
Attitude _____
Ambition and initiative _____

15

Instruction Sheet XII

MAKE GOOD AT THE INTERVIEW

--GO ALONE.

--DO NOT TAKE A RELATIVE OR FRIEND WITH YOU.

--BE ON TIME (OR A FEW MINUTES EARLY).

--INTRODUCE YOURSELF AND EXPLAIN WHY YOU ARE THERE.

--BE FRIENDLY AND POLITE.

--LOOK THE INTERVIEWER IN THE EYE WHEN TALKING WITH HIM.

--DON'T MAKE REMARKS THAT HAVE NOTHING TO DO WITH THE JOB OR YOUR ABILITY TO DO IT.

--DO NOT INTERRUPT THE INTERVIEWER.

--ANSWER ALL QUESTIONS TRUTHFULLY.

--SPEAK KINDLY OF ALL OTHER PEOPLE AT ALL TIMES.

--SMOKE OR CHEW GUM ONLY IF THE INTERVIEWER OFFERS IT TO YOU.

--BE MODEST (BUT NOT OVERLY SO) ABOUT YOUR ACCOMPLISHMENTS.

Instruction Sheet XI

DRESSING TIPS FOR GOING TO AN INTERVIEW

1. Clothing should be clean and in good repair and of correct fit.
2. Dress simply in a tailored outfit.
3. Be sure shoes are clean and polished.
4. Hands and nails should be clean and well-groomed.
5. Hair should be clean and attractively groomed.
6. Do not chew gum.
7. Observe good posture.
8. Observe yourself in a mirror to be sure that you have not overlooked anything which would detract from your appearance.

Module CW-35

Student _____

Date _____

FINDING A JOB

Instructor's Final Checklist

Check the student's performance in the following elements of finding a job.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Student identified resources for locating jobs.	[ ]	[ ]	[ ]	[ ]
2. Student made satisfactory written or oral plans for completing a job application.	[ ]	[ ]	[ ]	[ ]
3. Student made satisfactory written or oral plans for a job interview.	[ ]	[ ]	[ ]	[ ]
4. Student demonstrated the skills of interviewing through role play.	[ ]	[ ]	[ ]	[ ]

17

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, FINDING A JOB.

Your instructor will give you two case situations. Each situation will describe a job application involving an interview. Make plans to carry out the application and interview, and report in writing or orally to your instructor. Then role play each situation with a classmate or the instructor. These plans and actions must be completed in accordance with the instructor's checklist with all applicable items fully accomplished.

Prepared by

Helen C. Epting
Child Care Services Instructor
Lynhaven Career Center

CHILD-CARE WORKER

KEEPING A JOB

INTRODUCTION

After finding employment in child care occupations, workers must understand employee-employer relationships and specific job responsibilities. Knowledge of those performances expected of the child care worker will better prepare the student for work and holding a job. Proper attitudes and behavior on the job as well as grooming and dress help to determine success on the job. In this module you will learn how to be successful in holding your job.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module 35, "Finding a Job." If you have completed this module, read the objective. If you think that you are already able to perform this task, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, go through the Learning Activities in the order given.

OBJECTIVE

Given two case studies, and access to references in this module, identify how bad working habits affect the employee, employer, and fellow employees. List at least five undesirable characteristics of employees, five desirable characteristics of employees, and five reasons why employees are unable to keep jobs. This activity must be accomplished in accordance with the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1. READ Instruction Sheet I, DESIRABLE PERSONALITY TRAITS.
2. COMPLETE Student Self-Check I, QUALITIES EMPLOYERS CONSIDER DESIRABLE using the sheet provided.
3. COMPLETE Student Self-Check II, DESIRABLE PERSONALITY TRAITS. Ask your instructor or another student to check your work.
4. READ Instruction Sheet II, OBJECTIONABLE PERSONALITY TRAITS.
5. CHECK YOUR KNOWLEDGE by completing Self-Check III, OBJECTIONABLE PERSONALITY TRAITS. Put in writing or give orally to your instructor the meaning of each word found in the puzzle.
6. READ Instruction Sheet III, REASONS WHY EMPLOYERS ARE DISSATISFIED WITH EMPLOYEES and REASONS WHY EMPLOYEES LEAVE JOBS.
7. COMPLETE Student Self-Check IV, FAILURE TO HOLD A JOB.
8. READ Draper and Draper, *Caring for Children*, p. 311. Using this reference, list at least ten things an employee should be able to do when hired to work with young children.
9. ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

PERSONALITY TRAITS

DESIRABLE

Accurate	Efficient
Agreeable	Honest
Appreciative	Kind
Alert	Loyal
Careful	Mature
Confident	Patient
Cooperative	Realistic
Conscientious	Responsible
Dependable	Tactful
Energetic	Tolerant
Enthusiastic	

Student Self-Check I

QUALITIES EMPLOYERS CONSIDER DESIRABLE

Place a check (✓) in the appropriate column.	Yes	No
Are you punctual?	____	____
Are you neat in your personal appearance and work habits?	____	____
Can you apply yourself to a job without being easily bored or distracted?	____	____
Can you adapt to new, unexpected situations easily?	____	____
Can you work under pressure, when necessary, without becoming nervous and upset?	____	____
Do you have confidence in your abilities?	____	____
Do you have a sense of duty and responsibility?	____	____
Are you reliable? Can you be depended on to do a job satisfactorily?	____	____
Can you gain the friendship and respect of fellow workers?	____	____
Can you cooperate with fellow workers?	____	____
Can you cooperate with supervisors and managers?	____	____
Can you follow directions willingly and without argument because you respect authority?	____	____
Can you understand instructions and carry them out accurately?	____	____
Can you accept criticism without feeling hurt?	____	____
Can you work without constant supervision?	____	____
Do you ask questions about things you don't understand?	____	____
Can you complete a job you start?	____	____
Are you a pleasant person to work with?	____	____
Do you like people?	____	____
Are you friendly and congenial?	____	____

If you can answer "yes" to these questions, you will most likely make a very good employee.

Student Self-Check II

DESIRABLE TRAITS FOR EMPLOYEES

Match the following definitions with the trait associated with each. Check your answers with the Answer Key at the bottom of the page.

1. _____	self-starting	A.	dependability
2. _____	sensitive to the feelings of others	B.	honesty
3. _____	trustworthy	C.	initiative
4. _____	getting along with others	D.	enthusiasm
5. _____	friendly and polite	E.	loyalty
6. _____	unbiased	F.	courtesy
7. _____	sees the "lighter side" of situations	G.	cheerfulness
8. _____	can be relied upon	H.	cooperation
9. _____	friendly and good natured	I.	fairness
10. _____	faithful in allegiance	J.	tact
11. _____	a go-getter, highly productive	K.	humor
12. _____	eager	L.	industriousness

CORRECT RESPONSES

1. C	7. K		
2. J	8. A		
3. B	9. G		
4. H	10. E		
5. F	11. L		
6. I	12. D		

22

Instruction Sheet II

PERSONALITY TRAITS

OBJECTIONABLE

Antagonistic	Domineering	Rebellious	Timid
Argumentative	Greedy	Sarcastic	Untrustworthy
Artificial	Inattentive	Selfish	Vulgar
Boastful	Militant	Sulky	Vague
Critical	Moody	Sensitive	Vicious
Defensive			

Student Self-Check III

QUESTIONABLE TRAITS FOR EMPLOYEES

Match the following definitions with the trait associated with each. Check your answers with the Answer Key at the bottom of the page.

1. _____	easily hurt emotionally	A.	critical
2. _____	aggressively active	B.	artificial
3. _____	overbearing	C.	untrustworthy
4. _____	snide, cutting	D.	militant
5. _____	resistant to constructive criticism	E.	rebellious
6. _____	resisting or opposing management	F.	domineering
7. _____	fault-finding	G.	sarcastic
8. _____	subject to changing emotions	H.	inattentive
9. _____	insincere, fake	I.	vulgar
10. _____	moody and silent	J.	vicious
11. _____	daydreaming	K.	greedy
12. _____	crude	L.	defensive
13. _____	meek	M.	sensitive
14. _____	mean	N.	argumentative
15. _____	dishonest	O.	moody
16. _____	picking fights	P.	sulky
17. _____	avaricious, money hungry	Q.	timid

CORRECT RESPONSES

1. M	7. A	13. Q	
2. D	8. O	14. J	
3. F	9. B	15. C	
4. G	10. P	16. N	
5. L	11. H	17. K	
6. E	12. I		

Instruction Sheet III

REASONS WHY EMPLOYERS ARE DISSATISFIED WITH EMPLOYEES

1. Frequently late for work.
2. Too many absences from work.
3. Inability to get along with other employees.
4. Unacceptable personal grooming.
5. Annoying habits.
6. Inability to take and follow given directions.
7. Failure to accept responsibility.
8. Dishonesty on the job.
9. Failure to keep up supplies and equipment.

REASONS WHY EMPLOYEES LEAVE JOBS

1. Salary is too low.
2. Dissatisfied with working conditions.
3. Inability to get along with other employees.
4. No chance of promotion.

Student Self-Check IV

FAILURE TO HOLD A JOB

1. List five reasons why employees are fired.

2. List four reasons why employees leave jobs.

CORRECT RESPONSES

1. frequently late for work
   too many absences from work
   inability to get along with other employees
   unacceptable personal grooming
   annoying habits
   inability to take and follow given directions
   failure to accept responsibility
   dishonesty on the job
   failure to keep up supplies and equipment

2. salary is too low
   dissatisfied with working conditions
   inability to get along with other employees
   no chance of promotion

Student _____

Date _____

KEEPING A JOB

Instructor's Final Checklist

Check the student's performance in the following elements of keeping a job.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Student identified bad working habits that affect the employee, employer, and fellow workers.	[ ]	[ ]	[ ]	[ ]
2. Student listed at least five undesirable characteristics of employees.	[ ]	[ ]	[ ]	[ ]
3. Student listed at least five desirable characteristics of employees.	[ ]	[ ]	[ ]	[ ]
4. Student identified at least five reasons why employees are unable to keep their jobs.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, KEEPING A JOB.

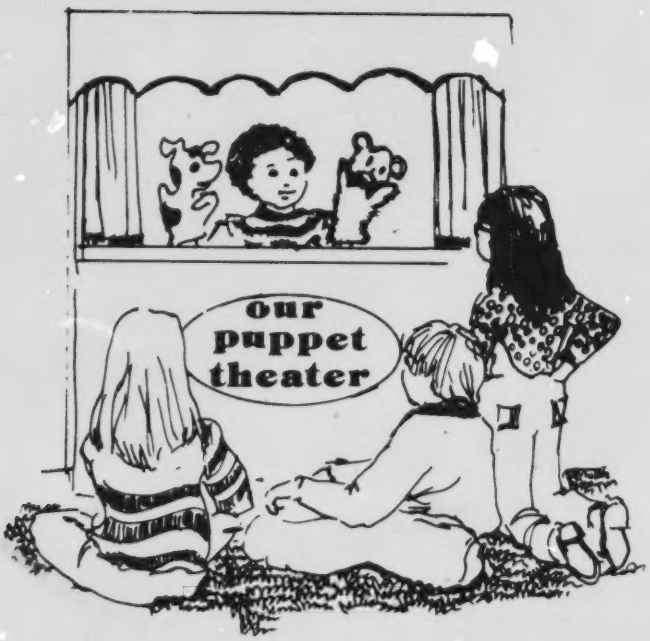
Your instructor will give you two case situations. Look at each situation to identify how bad working habits affect the employee, employer, and fellow employees. List at least five undesirable characteristics of employees, five desirable characteristics of employees, and five reasons why employees are unable to keep jobs. This activity must be accomplished in accordance with the instructor's checklist with all applicable items fully accomplished.

Prepared by

Helen C. Epting
Child Care Services Instructor
Lynhaven Career Center

CHILD-CARE WORKER

PHYSICAL DEVELOPMENT FROM BIRTH TO ONE YEAR



INTRODUCTION

Child care workers must have the ability to care for infants as well as preschoolers. To be able to work effectively with infants, their physical development must be understood. This module will help you understand the infant's physical development for the first year of life. It will aid you in planning a day for an infant.

DIRECTIONS

Read the objectives, if you feel you are ready to perform this task, read the Check-Out Activities on the last page. Arrange with your instructor to complete the Check-Out Activities.

or

If you need to complete the Learning Activities, go through the Learning Activities in the order given.

OBJECTIVE

Given a case situation, list the characteristics of physical development for ages birth to one year with 100% accuracy. Given a selection of toys, list the characteristics of each toy which aids in the physical development of the infant. This activity must be done in accordance with the Instructor's Final Checklist, with all applicable items fully accomplished.

Given a case situation, select a toy to aid in the physical development of the infant. This activity must be done in accordance with the Instructor's Final Checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1. READ *Better Homes and Gardens Baby Book*, pp. 92-117.

   (or)

   VIEW filmstrip No. 1 from series "The Child From 1 to 5," Parent's Magazine Filmstrips.

2 READ Instruction Sheet I; BIRTH TO THREE MONTHS and Instruction Sheet II, THREE MONTHS TO SIX MONTHS.

3. CHECK YOUR KNOWLEDGE by completing Student Self-Check I, BIRTH TO SIX MONTHS.

4. READ Instruction Sheet III, SIX MONTHS TO TWELVE MONTHS and Instruction Sheet IV, TOYS FOR INFANTS.

5. CHECK YOUR KNOWLEDGE by completing Student Self-Check II, SIX MONTHS TO ONE YEAR; TOYS.

6. ARRANGE with your instructor to complete this module by going through the Check-Out Activities on the last page.

Instruction Sheet I

BIRTH TO THREE MONTHS

Infants are born weighing, on the average seven to seven and one-half pounds and 20–21 inches long. During their first six months, their birth weight doubles.

From birth to three months, the infant learns to lift his/her head a short distance and turn head from side to side. He/she may try to grab a rattle or spoon. Infants kick their arms or legs in response to food at this age. The average weight gain during these months is from four to eight ounces a week.

At birth, babies are usually fed every three to four hours. Since they sleep 80% of the time, it is best to let the baby help in determining his/her feeding schedule. After the first six weeks, his/her feedings have dropped to 4 to 5 times a day.

Newborn babies sleep approximately 80% of the day or 18 hours per day. Babies usually prefer sleeping on their stomachs. They should be rotated, however, to prevent fatigue and misshaping of the bones.

Instruction Sheet II

THREE MONTHS TO SIX MONTHS

The infant has developed in many ways from three to six months. He/she can now grasp a toy in his/her hand. He/she also rolls from his/her side to his/her back and holds his/her head erect. Most infants can sit up at the age of six months with little or no help.

Starting solid foods (fruits and vegetables) depends on the baby's doctor but is usually done by this age. Milk intake decreases at this age because the baby's weight has already doubled. If the formula is discontinued, the infant will be changed to skim or whole milk. A vitamin supplement may be added at this age.

Student Self-Check

BIRTH TO SIX MONTHS

1. Infants usually weigh _____ at birth.

   a. 5 – 5½ pounds
   b. 6 – 6½ pounds
   c. 7 – 7½ pounds
   d. 8 – 8½ pounds

2. At birth, babies are usually fed every _____.

   a. 1 – 2 hours
   b. 2 – 3 hours
   c. 3 – 4 hours
   d. 4 – 5 hours

3. Newborns usually sleep _____ of the time.

   a. 50%
   b. 60%
   c. 70%
   d. 80%

4. Babies prefer sleeping on their _____.

   a. back
   b. stomach
   c. side
   d. either one

5. Babies are rotated during sleep to prevent _____.

   a. fatigue
   b cramps
   c. suffocation
   d. do not need to be rotated

6. Babies can usually sit up at _____.

   a. 1 month
   b. 3 months
   c. 5 months
   d. 6 months

7. Milk intake decreases at _____.

   a. 3 months
   b. 6 months
   c. 9 months
   d. 12 months

Correct Responses

1. c, 2. c, 3. d, 4. b, 5. a, 6. d, 7. b.

Instruction Sheet III

SIX MONTHS TO TWELVE MONTHS

Infants of this age can sit up with no support and can creep and pull up. Some infants walk by the age of twelve months. They may be able to pick up a block or hold one in each hand. Cutting teeth begins at this age and some infants may have four or more by one year.

During this age, infants may be introduced to table food. You must remember not to season their food so highly. They are not used to adult food yet. Infants will enjoy trying to feed themselves also. Babies should be taken off the bottle by the age of twelve months. Do this gradually so the infant will be accustomed to the cup. Their milk intake will decrease because the infant will be getting his nutritional needs from solid foods.

Babies will creep at this age; by sitting up, on all fours or on their knees. Give the baby freedom to explore his/her environment but take dangerous items out of his/her reach. After starting to pull himself/herself up, the infant will want to practice walking.

Sleep will also decrease during this age. The child will sleep less during the day, but should continue with two naps. Do not stay with the child until going to sleep. If the child does not sleep, she/he needs this time alone.

Babies will need toys to aid in their development during this age. Pull-toys, balls, and blocks that are small enough for the infant to grasp will aid in the development of the small muscles.

Instruction Sheet IV

TOYS FOR INFANTS

Infants enjoy brightly colored toys, rattles and pull-toys. Since the eyes are not focused at birth, brightly colored mobiles hanging over the baby's crib are entertaining to the infant.

Rattles that the child can grasp help develop the child's small muscles. The infant's small muscles are not well-developed so it is best to choose toys that are large enough for him/her to grasp.

Pull-toys such as wagons and ducks are also useful in developing the child's large muscles. These help the child develop the muscles in the arms and legs.

Toys should not have sharp points or edges. They should not have any part that will break easily. Toys should be sturdy and not easily damaged.

Student Self-Check II

SIX MONTHS TO ONE YEAR; TOYS

1. Cutting teeth begins at this age. Some infants may have _____.

   a. 4
   b. 6
   c. 8
   d. 10

2. Babies should be weaned by _____.

   a. 3 months
   b. 6 months
   c. 9 months
   d. 12 months

3. Milk intake will _____.

   a. increase
   b. decrease
   c. stay the same
   d. none of the above

4. Sleep will _____ during this stage.

   a. increase
   b. decrease
   c. stay the same
   d. none of the above

5. Toys that aid in physical development include:

   a. rattles
   b. pull toys
   c. wagons
   d. all of the above

6. Toys should not have sharp edges.

   True or False

7. Toys should not be sturdy.

   True or False

Correct Responses

1. a, 2. d, 3. b, 4. b, 5. d, 6. T, 7. F.

Module CW-37

Student _____

Date _____

PHYSICAL DEVELOPMENT FROM BIRTH TO ONE YEAR

Instructor's Final Checklist

Check the student's performance in the following elements of physical development from birth to one year.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When listing physical characteristics, the student				
a. listed the correct ages for physical development	[ ]	[ ]	[ ]	[ ]
b. listed stages the infant goes through	[ ]	[ ]	[ ]	[ ]
2. When given a list of characteristics for toys, the student				
a. listed suitable toys for age levels	[ ]	[ ]	[ ]	[ ]
b. listed items to look for in toys for infants	[ ]	[ ]	[ ]	[ ]
3. The student selected a toy which would facilitate physical development of the infant.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, PHYSICAL DEVELOPMENT.

1. Your instructor will give you a list of characteristics for infants. List the stages an infant goes through in different ages.

2. Your instructor will give you the characteristics for toys for infants; choose two toys and list the characteristics they have.

3. Your instructor will provide you with a case situation, select a toy to aid in the physical development of the infant in the case situation.

Prepared by

Mary Summers
Formerly Instructor of Child Care Services
Calhoun–Orangeburg Vocational Center

CHILD-CARE WORKER

PHYSICAL AND MOTOR DEVELOPMENT

INTRODUCTION

A successful child-care worker must have a working knowledge of the development of children. Your task of helping children become healthy and happy individuals is made simpler through the understanding of physical development. Physical growth is not isolated. It is one of many changes that you will become aware of in the following modules on development.

DIRECTIONS

Read the objective. If you feel you are already able to perform this task, read the Check-Out Activities on the last page. Then arrange with your instructor to complete the Check-Out Activities,

or

If you need to complete the learning activities in order to do the task, go through the Learning Activities in the order given.

OBJECTIVE

Given an observation-based task sheet, observe the given situation to determine the chronological age level of four children. The observation must be made in accordance with the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ one of the following references: Brisbane, *The Developing Child*, pp. 257-279, or Draper and Draper, *Caring for Children*, p. 54-72.

(or)

2 CHECK YOUR KNOWLEDGE by completing Self Check I, PHYSICAL DEVELOPMENT.

3 MAKE A LIST of possible motor activities for children 3 – 6 years of age. Compare your list with the lists made by two other students. Discuss differences with these students.

(or)

4 OBSERVE two children, ages 3 years and 5 years in a situation provided by your instructor. Complete Instruction Sheet I, PHYSICAL DEVELOPMENT in accordance with your observations. See your instructor at this point if you have problems.

(or)

5 ARRANGE with your instructor to complete this module by going through the Check-Out Activity listed on the last page.

Student Self Check I

PHYSICAL AND MOTOR DEVELOPMENT

Directions: Write true to the left of all true statements. Write false to the left of all statements not true. Compare your answers with those at the bottom of the page.

1. Motor is a word sometimes used in place of the word physical.
2. Physical growth is one of many changes.
3. Controlled and balanced body movements are called voluntary movements.
4. Motor development takes place from the center of the body outward and from the head downward.
5. The basic pattern of motor development begins with smaller muscles and progresses to large ones.
6. Adults should provide everyday situations that make it possible for the individual child to progress at his/her rate and according to his/her level of development.
7. Physical growth is measured by weight and height.

(Correct Responses
1. True, 2. True, 3. False, 4. True, 5. False, 6. True, 7. True.

Instruction Sheet I

STUDENT OBSERVATION WORKSHEET

PHYSICAL AND MOTOR DEVELOPMENT

Inventory of Motor Skills

Record the date under the trial column to indicate when the inventory was used. Place a check mark in the trial column to indicate each skill the child mastered.

Name of child _____

Age _____ Date of Each Trial _____

	Trial I	Trial II
Marches to rhythm		
Runs, jumps, hops, skips, gallops		
Rolls and crawls on the floor		
Balances on one foot		
Kicks a ball		
Jumps over a rope		
Pedals tricycle		
Throws and bounces a ball		
Catches a ball		
Pulls and pushes objects		
Strings beads		
Cuts with scissors		
Folds paper		
Builds with blocks		
Unscrews and screws objects		
Scribbles		
Draws directed lines		
Assembles puzzles		
Uses construction toys - shows imagination		
Builds a tower of eight or more blocks		
Takes one step per tread when climbing		
Hammers nails into a board until they are secure		

STUDENT OBSERVATION WORKSHEET (cont'd)

Name of Child _____

Age_____ Date of each trial _____

	Trial I	Trial II
Throws ball overhand (distance, direction, accuracy not essential) Catches and throws 12" ball		
Catches and throws 3" ball		
Bounces and catches balls		
Can climb equipment		
Hops on both feet		
Hops on one foot		
Hops on one foot – four steps		
Learning to skip		
Skips with music		
Skips rope		
Buttons buttons		
Zips zippers		
Ties shoes		
Pours from small pitcher into glass		
Forms crude objects with clay		
Creates recognizable structures with blocks		
Cuts and pastes according to directions		
Maintains rhythmic beat with instrument		
Climbs adeptly on jungle gym		
Rides tricycle with speed and skill		
Shows interest in woodworking materials		
Saws with dexterity		
Produces identifiable art work		
Holds and eats with spoon and fork correctly		
Joins in group game		
Alternates feet in hopping		

Module CW-38

Student _____

Date _____

PHYSICAL AND MOTOR DEVELOPMENT

Instructor's Final Checklist

Check the student's performance in the following elements of physical and motor development.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The type of situation for the activity was clearly identified.	[ ]	[ ]	[ ]	[ ]
2. The total number of children present is correct.	[ ]	[ ]	[ ]	[ ]
3. The total number of adults present is correct	[ ]	[ ]	[ ]	[ ]
4. The names of the children assigned is in accordance with those names given by the instructor.	[ ]	[ ]	[ ]	[ ]
5. All chronological ages listed on worksheet correspond to the true ages.	[ ]	[ ]	[ ]	[ ]
6. Student showed an understanding of the different motor activities developed by children 3 to 6 years of age.	[ ]	[ ]	[ ]	[ ]
7. Observed children and noted physical and motor development in each child.	[ ]	[ ]	[ ]	[ ]

STUDENT OBSERVATION WORKSHEET

PHYSICAL DEVELOPMENT

(Use for Check-Out Activity)

A. Type of situation (nursery, preschool, Head Start, other)

B. Number of children present _____ Number of adults present _____

C. Names and ages of children observed:

1. _____ Age _____
2. _____ Age _____
3. _____ Age _____
4. _____ Age _____

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist.

PHYSICAL AND MOTOR DEVELOPMENT

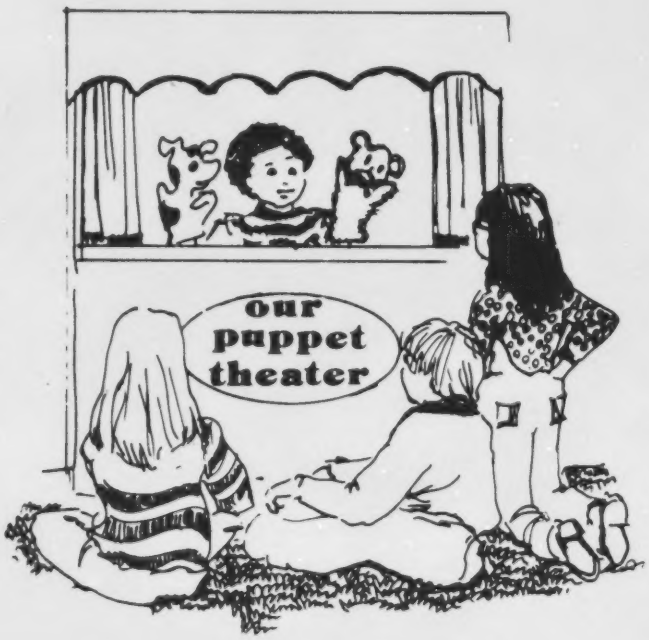
Using the Student Worksheet for Physical and Motor Development, you will observe a situation given by your instructor. You will complete the worksheet items A and B without assistance. Your instructor will give you the names of four children for item C. You must then determine according to your knowledge and experiences the chronological ages of these children.

Prepared by

Linda W. Skelton
Child Care Services Instructor
Dorchester Area Vocational Center

CHILD-CARE WORKER

SOCIAL DEVELOPMENT



INTRODUCTION

Children learn to adapt to the world around them through the process of socialization. This process can be stimulated by the quantity and quality of situations furnished young children. An informed child-care worker can offer situations that stimulate the child to be functional in society as an individual and as part of a group.

DIRECTIONS

Before you start to work in this module, be sure you have completed Module CW-41, EMOTIONAL DEVELOPMENT.

If you have completed this module, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a group of preschoolers and a teacher, observe and record techniques used by the teacher to enhance the individual children's self-concepts. The observation must be completed in accordance with the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ one of the following references: Bisbane, *The Developing Child*, pp. 298-305, or Draper and Draper, *Caring For Children*, pp. 94-102.

2 VIEW the series of filmstrips by Parent's Magazine Films, Inc., "I See Strength."

3 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, SOCIAL DEVELOPMENT. If you have difficulty with the answers, see the instructor for help.

4 ARRANGE with your instructor to complete the Check-Out Activity on the last page.

Student Self-Check I

SOCIAL DEVELOPMENT

Directions: Answer true or false to the left of the number. After you complete the Self-Check, check your answers with those at the bottom of the page.

____1. Socialization is the process by which children adapt and learn to live in the world around them.

____2. The process of socialization is not influenced by the people who interpret and pass on the culture to their children.

____3. Child rearing practices of parents and care-givers is one of the largest influences on the development of the self-concept of a child.

____4. The child who receives care, security, love, encouragement, and guidance will likely develop a positive self-concept.

____5. Child care workers have no responsibility in the task of helping a child to develop a positive self-concept. That is the parents' responsibility.

Correct Responses

1. True, 2. False, 3. True, 4. True, 5. False.

SOCIAL DEVELOPMENT

OBSERVATION WORKSHEET

Directions: Observe for 30 minutes and record below.

Name of Child	Way Self-Concept Was Enhanced

Module CW-39

Student _____

Date _____

SOCIAL DEVELOPMENT

Instructor's Final Checklist

Check the student's performance in the following elements of social development.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Observation made from a point in the room where it did not draw attention from the situation.	[ ]	[ ]	[ ]	[ ]
2. Observation point lends itself to learning what children and teacher are saying.	[ ]	[ ]	[ ]	[ ]
3. Recorded time you observed certain techniques.	[ ]	[ ]	[ ]	[ ]
4. Identified child technique was used on.	[ ]	[ ]	[ ]	[ ]
5. Described the specific way the self-concept was enhanced.	[ ]	[ ]	[ ]	[ ]
6. Differentiates self-concept techniques from other techniques.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity your instructor will rate your performance using the Instructor's Final Checklist.

The instructor will provide you with a preschool situation of which you should observe the teacher. Record examples of how he or she enhances the self-concepts of the children with whom she/he works. Record your observations on the Observation Worksheet.

Prepared by

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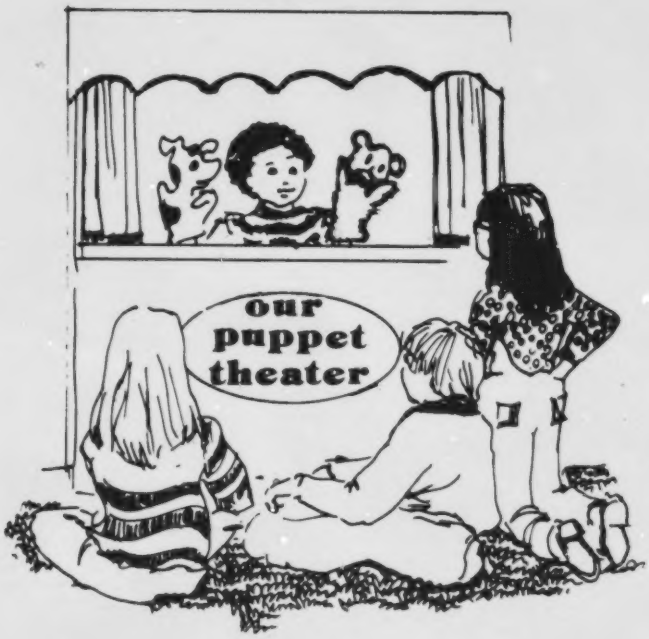
Dorchester Area Vocational Center

CHILD-CARE WORKER

INTELLECTUAL DEVELOPMENT



INTRODUCTION

Intellectual ability cannot be observed directly. However, it can be measured by examining the level of the child's performance in certain activities. In order to interpret what is examined, a child care worker must be familiar with the areas of intellectual development. The child care worker must also be acquainted with those aspects that might affect intellectual development.

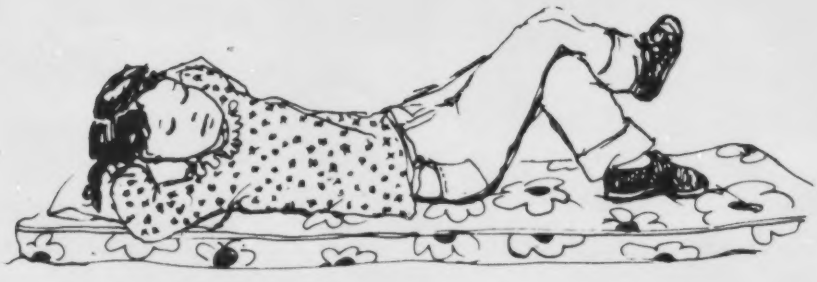
DIRECTIONS

Before you start to work in this module, be sure you have completed Module CW-39, SOCIAL DEVELOPMENT.

If you have completed this module, read the objectives. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.



OBJECTIVE

Given a choice of two activities, you must complete a sensory box or board, then conduct an activity using the aid with one child. You must then record your results according to the Instructor's Final Checklist, INTELLECTUAL DEVELOPMENT.

LEARNING ACTIVITIES

INTELLECTUAL DEVELOPMENT

1 READ Draper and Draper, *Caring For Children*, pp. 74-91.

2 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, INTELLECTUAL DEVELOPMENT.

3 READ Brisbane, *The Developing Child*, pp. 151-167; 229-254.

4 COMPLETE Student Worksheet I and have your instructor check your work after completion. Use any available references to assist you.

5 Discuss your understanding of Sensory Perception with a friend. Does your understanding coincide with his/her understanding?

6 CHECK YOUR KNOWLEDGE by completing Student Self-Check II, INTELLECTUAL DEVELOPMENT.

7 ARRANGE with your instructor to complete the Check-Out Activity on the last page.

Student Self-Check I

INTELLECTUAL DEVELOPMENT

Directions: Answer true or false to the left of the number. After you complete the self-check compare your answers with those at the bottom of the page.

____ 1. The three areas of intellectual activity are: the ability to use the senses, the ability to use verbal symbols, and the ability to perceive, think, reason, and form concepts.

____ 2. Most IQ test questions measure what the person is capable of learning.

____ 3. The traditional senses are seeing, hearing, feeling, tasting, and smelling. Many daily activities are dependent upon the full use of them.

____ 4. Cognitive development begins during early infancy through play and refers to the process of learning to think.

____ 5. According to Jean Piaget, cognitive development takes place in stages and each stage prepares for the next stage.

Correct Responses

1. True, 2. False, 3. True, 4. True, 5. True.

Student Worksheet

INTELLECTUAL DEVELOPMENT

Directions: List two activities which will stimulate each of the four relational concepts. Any available references may be used.

Relational Concepts	Activity Suggestions
1.	a. b.
2.	a. b.
3.	a. b.
4.	a. b.

Student Self-Check II

INTELLECTUAL DEVELOPMENT

Directions: Complete the items below, then check your answers by using either of the reference books in Learning Activity 1 or 4.

1. List five senses.

   a.
   b.
   c.
   d.
   e.

2. List the three areas of intellectual activity.

   a.
   b.
   c.

3. List four relational concepts.

   a.
   b.
   c.
   d.

4. Match Piaget's four levels from concrete to abstract thinking.

   ____Object

   ____Index

   ____Symbol

   ____Sign

   A. The object represented in an abstract way, such as a child by her/his name

   B. A real object such as a doll

   C. A part of a real object

   D. Something that represents the real object

CORRECT RESPONSES

2. seeing, hearing, feeling, smelling, tasting
   ability to use the senses, ability to use several symbols, ability to perceive, think, reason, and form concepts or ideas.
3. classification, seriation, spacial, temporal (time)
4. B object, C index, D symbol, A sign

Student _____

Date _____

INTELLECTUAL DEVELOPMENT

Instructor's Final Checklist

Check the student's performance in the following elements of intellectual development.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Used materials and supplies wisely to complete the prescribed sensory aid.	[ ]	[ ]	[ ]	[ ]
2. Isolated experience with only the child furnished by the instructor.	[ ]	[ ]	[ ]	[ ]
3. Communicated in child's terms what task was expected of the child.	[ ]	[ ]	[ ]	[ ]
4. Encouraged child to participate.	[ ]	[ ]	[ ]	[ ]
5. Practiced positive guidance techniques.	[ ]	[ ]	[ ]	[ ]
6. Encouraged self-expression.	[ ]	[ ]	[ ]	[ ]
7. Explained exactly which sense child used.	[ ]	[ ]	[ ]	[ ]
8. Described how you recognized which sense was used.	[ ]	[ ]	[ ]	[ ]

Check-Out Activities

INTELLECTUAL DEVELOPMENT

The instructor will provide you with materials and supplies. Choose No. 2 or No. 3 "Things To Do" p. 92 of *Caring for Children*. The instructor will provide you a child with which to work when you complete the box or board. A child rather than a student will be used for both activities. Report the results in written form according to the Instructor's Checklist, INTELLECTUAL DEVELOPMENT.

Prepared by

Linda W. Skelton
Child Care Services Instructor
Dorchester Area Vocational Center

CHILD-CARE WORKER

EMOTIONAL DEVELOPMENT

INTRODUCTION

Emotion is a condition of excitement or disturbance that causes an individual to act in a certain way. Why does Susan cry, scream, or laugh? Some emotions are expressed openly, yet some are hidden. A child-care worker must have basic knowledge of emotional development so that he/she may foster normal development in the children with whom they work.

DIRECTIONS

Before you start to work in this module, be sure you have completed Module CW-37, PHYSICAL AND MOTOR DEVELOPMENT.

If you have completed this module, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given two preschoolers for observation, and access to reference, identify emotions displayed and suggest positive methods of guidance which may be offered by the adult in each situation. The observation must be made in accordance with the Instructor's Checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ one of the following references: Brisbane, *The Developing Child*, pp. 281-298, or Draper and Draper, *Caring for Children*, pp. 104-111.

2. VIEW the series of filmstrips by Parent's Magazine Films, Inc., "I See Smiles, I See Frowns."

3 CHECK YOUR KNOWLEDGE by completing Self-Check I, EMOTIONAL DEVELOPMENT. If you have difficulty with the answers, see the instructor for help.

4 DISCUSS with a classmate your ideas on the value of love in a child's life.

5 ARRANGE with your instructor to complete the Check-Out Activity on the last page.

Student Self-Check I

EMOTIONAL DEVELOPMENT

Directions: After you complete the Self-Check, check your answers with those at the end of the page.

1. Match the terms with the definitions.

____A. An emotional response of one person to another which expresses caring, sympathy, warmth, etc.

____B. A feeling of excitement or distrubance that causes certain behavior

____C. A strong feeling of deep personal attachment

1. Affection
2. Emotion
3. Love

2. Circle the correct response.

Important positive emotions during childhood are:

A. Good health

B. Love and affection

C. Negativism and hostility

3. Circle the correct responses.

   Examples of pleasant emotions are:

   A. Love

   B. Happiness

   C. Fear

   D. Joy

4. Place a check beside the following items which are usual results of early expressions of love and affection.

   ____A. The child begins to develop feelings of acceptance and value.

   ____B. The child is reassured of his or her own worth.

   ____C. The child likes to please others by sharing love and affection.

   ____D. The child is given a sense of security.

   ____E. The child's vocabulary of affectionate terms always increases.

   ____F. The child begins to identify with parents, siblings, and others in a positive way.

5. Circle the correct responses.

   Some common problems that might develop for the child who has not satisfactorily developed emotionally.

   A. Speech problems

   B. Temper tantrums

   C. Overaggressive acts like fighting

   D. Long attention span

   E. Crying

   F. Dependency on others

   G. Accepts instructions

   H. Day dreaming

Correct Responses

1. 1. A, B-2, C-3, 2. B, love and affection, 3. A, B, D, 4. A, B, C, D, F, 5. A, B, C, E, F.

Student Observation Worksheet

EMOTIONAL DEVELOPMENT

Observe the preschooler to determine the following information. Period of observation should be limited to 30 minutes.

Preschooler's Name

Date _____ Age of preschooler _____

Sex of preschooler _____

Emotion Felt	Ways in Which Emotion Was Shown	Ways You Would Handle The Situation If You Were The Adult

Module CW-41

Student _____

Date _____

EMOTIONAL DEVELOPMENT

Instructor's Final Checklist

Check the student's performance in the following elements of emotional development.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Observed children assigned by the instructor.	[ ]	[ ]	[ ]	[ ]
2. Recorded correctly the name, age, sex and date.	[ ]	[ ]	[ ]	[ ]
3. Identified emotions according to terms learned in Learning Activities.	[ ]	[ ]	[ ]	[ ]
4. Described clearly the ways in which the emotion was shown.	[ ]	[ ]	[ ]	[ ]
5. Method of handling situation shows positive emotions.	[ ]	[ ]	[ ]	[ ]
6. Did not allow themselves to become an active participant in the situation being observed.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist.

The instructor will provide you with two preschoolers for observation. Using the Student Observation Worksheet, EMOTIONAL DEVELOPMENT, record your observations. Give your completed worksheet to the instructor.

Prepared by

Linda W. Skelton
Child Care Services Instructor
Dorchester Area Vocational Center

CHILD-CARE WORKER

DISCIPLINE

INTRODUCTION

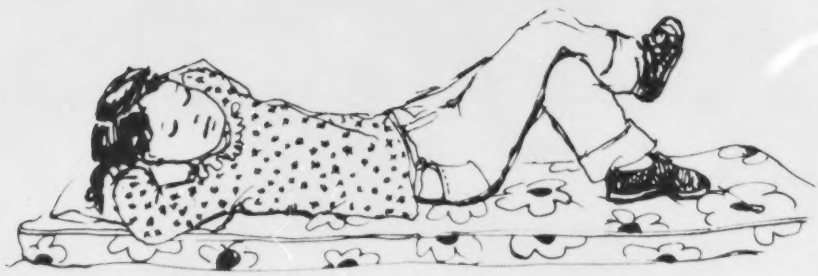
Unfortunately most people think that discipline means punishment. However, the meaning given by the standard dictionary defines it as "training in self-control and obedience." The child care worker should understand discipline so that he/she might teach the child what behavior is accepted by society and to motivate him/her to conform to social expectations.

DIRECTIONS

Before you start to work on this module, be sure you have completed all four development modules, CW-37, CW-38, CW-39, and CW-40. If you have completed all of these modules, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.



OBJECTIVE

Given several different situations, you should be able to determine when the adult in the situation is setting examples for children to develop behavior patterns from. Further, you should be able to distinguish if the example is positive or negative. This activity must be completed in accordance with the Instructor's Checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Draper and Draper, *Caring For Children*, pp. 280-296.

2 READ Hurlock, *Child Growth and Development*, pp. 335-347.

3 COMPLETE the following activity: after explaining a rule to a young child, ask him/her to tell you what he/she believes this rule means and what he/she thinks he/she is expected to do. Discuss your findings with the instructor.

4 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, DISCIPLINE.

5 ARRANGE with your instructor to complete the Check-Out Activity on the last page.

Student Self-Check

DISCIPLINE

Directions: Write True if the statement is true and False is the statement is false.

____1. Good discipline includes the important elements - education, reward, and punishment.

____2. There are three common types of discipline - authoritarian, permissive, and democratic.

____3. Discipline must be consistent in order to be effective.

____4. Punishment is always used when a child does something wrong.

____5. Rewards make it worth the child's while to do what he/she knows is expected.

CORRECT RESPONSES

1. True. 2. True. 3. True. 4. False. 5. True.

Observation Worksheet

DISCIPLINE

Directions: In the chart below list six ways that the teacher or other adults set examples for children to develop positive or negative behavior patterns. (Notice examples)

Example: Food Preparation

Negative

Adult adds flour to mixture for Brian. Adult says, "Brian, I'll just add the flour for you because we don't have time to wait for you. You are so slow!"

Example: Food Preparation

Positive

Adult calls Brian to her/his side before the child in front of him completes his/her measuring activity because the adult knows Brian is slower in motor development. Adult says, "Brian, I will measure one cup for you and you can measure the second cup. You know our cookie recipe calls for two cups of flour. Very good, Brian. Now, Jason You're next.

Situation	Positive Or Negative	What The Adult Does And Says
A.		
B.		
C.		
D.		
E.		
F.		

Student _____

Date _____

DISCIPLINE

Instructor's Final Checklist

Check the student's performance in the following elements of discipline.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

		Student Performance			
		Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1.	Used good observation skills.	[ ]	[ ]	[ ]	[ ]
2.	Identified clearcut situations in which the adult set example for children to develop behavior patterns.	[ ]	[ ]	[ ]	[ ]
3.	Made clear determination of whether the situation was positive or negative.	[ ]	[ ]	[ ]	[ ]
4.	Recorded accurately what adult said and did.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist.

The instructor will provide you with a normal preschool setting for you to observe. Using the Observation Worksheet, DISCIPLINE, record your observations on the chart. Your instructor will evaluate your observation record according to the checklist.

Prepared by

Linda W. Skelton
Child Care Services Instructor
Dorchester Area Vocational Center

CHILD-CARE WORKER

EXCEPTIONAL CHILDREN

INTRODUCTION

The child care aide may be working with exceptional children as well as with normal children. He/she must understand the types of exceptional children. He/she will also need to evaluate personal characteristics in dealing with these children. This module will aid you in understanding the exceptional child and your duties with him/her.

DIRECTIONS

Read the objectives. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVES

Given a list of the types of child care centers for exceptional children, list the specialties of each center, the care given to children in each center, and identify specific centers in the community. This activity must be completed according to the instructor's checklist with all items fully accomplished.

Given a list of the types of mental retardation and assignment to a specific child care center, identify the types of retardation observed in the children of this center. This activity must be accomplished according to the instructor's checklist with all items fully accomplished.

LEARNING ACTIVITIES

1 VIEW the filmstrip "More Than Love," the National Foundation Chapter - March of Dimes.

(or)_____

2 READ Instruction Sheet I, CHARACTERISTICS OF A CHILD CARE AIDE and Instruction Sheet II, CENTERS FOR EXCEPTIONAL CHILDREN.

3 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, EXCEPTIONAL CHILDREN AND THE CHILD CARE AIDE.

4 READ Instruction Sheet III, CAUSES OF MENTAL RETARDATION and Instruction Sheet IV, TYPES OF MENTAL RETARDATION.

5 CHECK YOUR KNOWLEDGE by completing Student Self-Check II, MENTAL RETARDATION.

6 ARRANGE with your instructor to complete this module by going through the Check-Out Activities on the last page.

Instruction Sheet I

CHARACTERISTICS OF A CHILD CARE AIDE

An exceptional child is one whose intelligence is above or below that of average children. Children who fit in these categories require special training for their educational needs. Those children need more praise and rewards than the "average" child. Therefore, the child care aide may need to evaluate personal characteristics in working with them.

The aide will find that he/she must be kind but firm when dealing with those children who are below average intelligence. He/she will also need more patience. These children are slower in acquiring skills and must be taught over and over to grasp one skill. Children should be accepted as they are.

These exceptional children should be treated as individuals as much as possible. They become very frustrated and have many fears. A child care aide must understand this in order to work effectively with them.

Parents of these children tend to blame themselves for the child's problem. It is important to listen to the parents without becoming emotional. Answer their questions honestly and refer them to the supervisor if you do not know answers to their questions.

To be successful when working with the mentally retarded, the child care aide must be able to accept the child's limited ability. Teaching desirable behavior is one of the aide's main responsibilities.

Instruction Sheet II

CENTERS FOR EXCEPTIONAL CHILDREN

There are several types of centers for exceptional children. Some offer more training and care than others. A diagnostic clinic is one in which the child's intelligence is diagnosed. These clinics do not provide education or training for the child. The child's level of retardation is only diagnosed.

A day activity center is one which the child attends during the day. The child is taught self-care skills, social skills, and educational activities. The child comes from home as any other day care center.

A state school, may provide twenty-four hour care for the child. The child lives in the state school and is given education and training. These children are usually so badly retarded that care at home is impossible.

Halfway houses are another type of center for exceptional children. These centers allow the person to be as self-sufficient as possible. Little guidance is given to persons in these centers. These centers provide the child with experiences to develop as much personal independence in self-care as possible.

Student Self-Check I

THE EXCEPTIONAL CHILD AND CHILD CARE AIDE

1 An exceptional child is one whose intelligence is_____ that of average children.

a. above
b. below
c. the same as
d. none of the above

2. These children need _____ praise than average children.

a. less
b. more
c. the same
d. no

3. The child care aide will need more _____ in working with retarded children.

a. love
b. time
c. patience
d. skills

4. Skills must be taught _____.

a. one time
b. two times
c. over and over
d. anytime

5. If a child care aide cannot answer the parent's question he/she should_____ .

a. refer them to the supervisor
b. tell them he/she doesn't know
c. make up an answer
d. tell them to leave her/him alone

6. This type of center only diagnoses a child's problem:

a. day activity center
b. halfway house
c. diagnostic clinic
d. state school

7. This center provides twenty-four hour care:

a. day activity center
b. halfway house
c. diagnostic clinic
d. state school

8. In a day activity center, the child is taught _____.

   a. social skills
   b. self-care skills
   c. education
   d. all of the above

9. Halfway houses provide _____ guidance to persons in these centers.

   a. little
   b. no
   c. a lot of
   d. none of the above

Correct Responses

1. a, b, 2. b, 3. c, 4. c, 5. a, 6. c, 7. d, 8. d, 9. a

Instruction Sheet III
CAUSES OF MENTAL RETARDATION

Mental retardation can be caused before, during and after the birth of the child. Several causes can be related to each level of birth.

Mental retardation may affect the child before birth as a result of the mother having German measels, excessive x-rays, or excessive use of drugs. The mother has taken or done things to hurt her body and that of the unborn child. The result may be mental retardation.

During the birth process the child would most likely be affected with mental retardation. The result of the oxygen supply being cut off from the infant's brain is that brain cells are destroyed.

Several things may cause mental retardation after birth. Many childhood diseases such as meningitis or encephalitis, when the child's fever is extremely high, may cause retardation. An injury to the brain by a sharp blow to the head may also cause mental retardation.

Children who live in a deprived environment may also display mental retardation. This type of retardation is not caused by physical means, but due to the child's limited educational and social environment. The child is limited in learning, due to a lack of stimulation.

Mental retardation can be a result of several things that happen before, during and after birth.

Instruction Sheet IV
TYPES OF MENTAL RETARDATION

Mental retardation can be divided into four levels: mild, moderate, sever, and profound. The mild retarded, or educably retarded child, has an intelligence quotient between 50 and 75. These children can learn academic subjects to third or fourth grade. They can learn to live independently and can learn simple job skills.

Moderate or trainable retarded children have an IQ of 25 to 50. These children need a supervised or sheltered situation when performing simple skills. They can learn very few academic skills.

Severly retarded children can learn only the basic self-care skills such as dressing themselves. These children need continued care and supervision.

Profoundly retarded children are completely dependent on someone to care for them. They require continued institutional living and can not learn academic or self-care skills.

Mentally retarded children may also have other handicaps. Some children will be auditorially or visually handicapped, meaning they will have difficulties with a hearing or sight problem. Others may be physically handicapped. These children may require braces to aid in walking or be completely dependent upon a wheelchair. Children with one or more handicaps are referred to as multi-handicapped.

Student Self-Check II

MENTAL RETARDATION

1. Mental retardation may be caused before birth due to _____.

   a. German measles
   b. excessive drugs
   c. excessive x-rays
   d. all of the above

2. Oxygen being cut off to the brain could happen _____ birth.

   a. before
   b. during
   c. after
   d. none of the above

3. _____ can cause mental retardation after birth.

   a. chicken pox
   b. measles
   c. meningitis
   d. mumps

4. The four levels of mental retardation in increasing order of severity are:

   a. mild, severe, moderate, profound
   b. moderate, mild, profound, severe
   c. mild, moderate, severe, profound
   d. mild, moderate, profound, severe

5. Trainable retarded children have an IQ of _____.

   a. 25 – 50
   b. 50 – 75
   c. 75 – 100
   d. 100 – 125

6. Educably retarded children can learn academic skills to _____ grade.

   a. second
   b. fourth
   c. sixth
   d. eithth

7. Profoundly retarded children require _____ living.

   a. independent
   b. dependent
   c. institutional
   d. unsupervised

8. Visually handicapped means they have problems with _____.

   a. sight
   b. hearing
   c. speech
   d. touch

9. When a child has one or more handicaps, it is called _____ handicapped.

   a. auditorially
   b. multiply
   c. mentally
   d. visually

Correct Responses

1. d, 2. b, 3. c, 4. c, 5. a, 6. b, 7. c, 8. a, 9. b

Module CW-43

Student _____

Date _____

EXCEPTIONAL CHILDREN

Instructor's Final Checklist

Check the student's performance in the following elements of expectional children.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When given a list of the types of child care centers, the student				
a. listed specialities of each center	[ ]	[ ]	[ ]	[ ]
b. listed care given children in each center	[ ]	[ ]	[ ]	[ ]
c. listed the centers in the community	[ ]	[ ]	[ ]	[ ]
2. When given a list of the types of mental retardation, the student				
a. examined children from a center in her/his community	[ ]	[ ]	[ ]	[ ]
b. listed the types of retardation in that center	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, EXCEPTIONAL CHILDREN.

Your instructor will provide a list of child care centers for exceptional children. List the specialities of each center, the care given to children in each center. Identify specific centers in the community. This activity must be done in accordance with the instructor's checklist with all applicable items fully accomplished.

Your instructor will assign you to a specific child care center for observation. Identify the types of retardation observed in the children of this center.

Prepared by

Mary Summers
Formerly Instructor of Child Care Services
Calhoun—Orangeburg Vocational Center

CHILD-CARE WORKER

ACTIVITIES FOR EXCEPTIONAL CHILDREN

INTRODUCTION

The child care aide must plan activities for the mentally retarded child. He/she will need to know behavior patterns in order to plan effective activities for the child. This module will aid the student in understanding the child's behavior in order to plan activities.

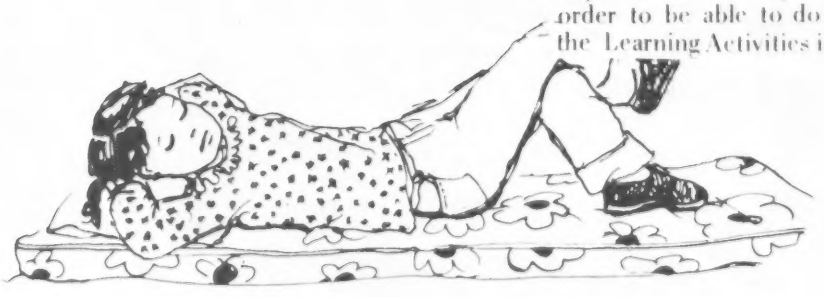
DIRECTIONS

Before you start to work on this module, be sure you have completed Module CW-6, PLANNING ART ACTIVITIES, Module CW-8, PLANNING DRAMATIC PLAY, Module CW-10, PLANNING FREE CHOICE ACTIVITIES, Module CW-12, PLANNING MANIPULATIVE PLAY ACTIVITIES, Module CW-14,PLANNING MUSICAL ACTIVITIES, Module CW-16, PLANNING NATURE-SCIENCE ACTIVITIES, Module CW-18, PLANNING OUTDOOR PLAY ACTIVITIES, and Module CW-22, PLANNING STORYTIME.

If you have completed these modules, read the objectives. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.



OBJECTIVES

Given a list of the mental and chronological ages of a group of children, write the formula for determining the IQ and compute the intelligence quotient of each child. This activity must be completed according to the instructor's checklist with all applicable items fully accomplished.

Given the types of mental retardation, plan an activity for each type of retardation, state how the activity could aid the child, and list all equipment necessary for the activity. This plan must be completed in accordance to the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Bensberg, Gerald J. *Teaching the Mentally Retarded Child*, pp. 5-17 and *Recreation for the Mentally Retarded*, pp. 20-27.
(or)

2 READ Instruction Sheet I, BEHAVIOR PATTERNS OF MENTALLY RETARDED CHILDREN.

3 READ *Recreation and Physical Activity for the Mentally Retarded*, pp. 34-38.
(or)

4 READ Instruction Sheet II, ACTIVITIES FOR MENTALLY RETARDED CHILDREN.

5 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, BEHAVIOR PATTERNS AND ACTIVITIES FOR THE MENTALLY RETARDED.

6 ARRANGE with your instructor to complete this module by going through the Check-Out Activities on the last page.

Instruction Sheet I

BEHAVIOR PATTERNS OF METNALLY RETARDED CHILDREN

Mentally retarded children go through the same developmental stages but at a slower rate than average children. Therefore, behavior patterns will be the same for children of the same mental age.

The child's chronological age is his/her age in years. His/her mental age is the age at which he/she performs. These two ages are used to determine the child's intelligent quotient. A simple formula for determining this is:

Intelligent quotient = mental age/chronological age x 100

For example, if the child is 6 and has a mental age of 3, her/his IQ will be:

IQ = 3/6 x 100
IQ = 300/6
IQ = 50

A mentally retarded child's mental age is lower than the actual age. The child care aide should consider this when dealing with behavior of these children. Activities should be taught one step at a time and should be rewarded for each step achieved.

Rewards should be used for positive behavior. They can be in the form of food, social rewards or play. Food could be cookies or juice. An example of social rewards would be a pat, praise of confidence, or a smile. Rewarding a child with a toy or an opportunity to play is another type of reward. Rewards should be given as quickly as possible.

Instruction Sheet II

ACTIVITIES FOR MENTALLY RETARDED CHILDREN

As you have read, mentally retarded children usually have one or more additional handicaps. This should be considered when planning activities for the children.

Some children will lack coordination and need to develop better body balance. Activities designed to develop motor skills will aid these children. Physical activities such as balance beam, and ball handling skills will aid in these areas.

Art activities will develop the child's self-satisfaction in making something useful. Finger painting, working with clay, and tempera painting will help the child develop creative abilities.

Music activities will also help the child physically as well as rhythmically. Music activities will aid in developing their muscles. The children may not be able to sing but rhythmic activities will be very useful to them.

Student Self-Check I

BEHAVIOR PATTERNS AND ACTIVITIES FOR THE MENTALLY RETARDED

1. The child's mental age is _____.

   a. the level on which he/she performs
   b. the child's actual age
   c. the child's IQ
   d. none of the above

2. IQ means:

   a. intelligent quotient
   b. mental age
   c. chronological age
   d. years in months

3. Jim's mental age is 8. His chronological age is 4. His IQ is _____ .

   a. 100
   b. 125
   c. 175
   d. 200

4. Rewards can be _____.

   a. food
   b. play
   c. social rewards
   d. all of the above

5. The balance beam can be used for _____ activities.

   a. art
   b. physical
   c. music
   d. story

6. Rhythmic activities are used in _____.

   a. art
   b. music
   c. stories
   d. physical activities

Correct Responses

1. d, 2. a, 3. d, 4. d, 5. b, 6. b

Module CW-44

Student _____

Date _____

ACTIVITIES FOR EXCEPTIONAL CHILDREN

Instructor's Final Checklist

Check the student's performance in the following elements of activities for exceptional children.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When given a list of the mental and chronological ages, the student:				
a. wrote the formula for finding the IQ	[ ]	[ ]	[ ]	[ ]
b. computed the intelligent quotient for each	[ ]	[ ]	[ ]	[ ]
2. When given types of mental retardation, the student:				
a. planned an activity for each	[ ]	[ ]	[ ]	[ ]
b. stated why the activity could aid the child	[ ]	[ ]	[ ]	[ ]
c. listed all equipment necessary for the activity	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, ACTIVITIES FOR EXCEPTIONAL CHILDREN.

Your instructor will provide the mental and chronological ages of a group of children. Write the formula for computing the IQ and compute the intelligence quotient of each child.

Your instructor will provide a list of the types of mental retardation. Plan an activity for each type of retardation, state how the activity could aid the child, and list all necessary equipment for the activity.

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